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ABSTRACT

This report summarizes the proceedings of the final conference of Project No. 7 to develop an inter-cultural approach to the education of migrants. An introductory section outlines conference aims and remarks by opening/closing speakers. Section II describes conference visits to schools in Rotterdam and an adult education project and a center for minority women in Tilburg. Section III reports comments by an Israli education expert and a panel representing the European Economic Community, the Organisation for Economic Co-operation and Development, and UNESCO. Section IV details the Project's aims, guiding principles, methods, underlying changes in migration and society in Europe and their educational and cultural implications, realities and important unifying trends, future trends in the migration context, and project group proposals for follow-up to Project No. 7. Section V presents discussion of issues of multi-cultural versus inter-cultural, fundamental values and social cohesion in society, communication between groups and societies, full participation of ethnic minority women, and new sub-groups and cites working group recommendations for a balance between action and research, dissemination and exchange of information, and co-operation and co-ordination. Section VI offers general conclusions of the rapporteur. Appendices contain proposed amendments/additions to the group's final report, a list of 40 project documents, and names/addresses of the more than 75 conference participants. (NEC)

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The CDCC's Project No. 7:
"The education and cultural development of migrants"

Final Conference

Rotterdam, 7-11 April 1986

General report

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The CDCC's Project No. 7:
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General report
by Lotty van den berg-Eldering

University of Amsterdam
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I. INTRODUCTION

I.1 Aims of the conference

The Council of Europe has long been concerned with the cultural and educational needs of migrant workers and their families. The Council very early on identified the crucial role teacher trainers would have to play if schools were to face up to the increasingly pluralistic nature of the school population. This has resulted in a programme on the education of migrants' children: training of teachers. Largely as a result of the work of this programme, the Council embarked on a project for its Second Medium-Term Plan 1981-86. This project had a broader scope, as it concerned the education and cultural development of migrants (Project No. 7).

The Final Conference of Project No. 7, organised by the Netherlands authorities in co-operation with the Council for Cultural Co-operation (CDCC) of the Council of Europe had the following aims:

i. to present the results of the work of Project Group No. 7 emphasising the various aspects of the inter-cultural approach;

ii. to exchange information on practical results obtained in this field by the countries represented at the conference, as well as on the projects carried out by international organisations;

iii. to put forward ideas and recommendations which could be integrated in the final conclusions of the project group.

I.2 Proceedings of the conference

The conference dealt with its subject matter in a variety of ways: first of all a considerable amount of time was reserved for the presentation of the work of Project Group No. 7 by its Chairman and members and for discussion of their conclusions and recommendations; secondly an educational expert from Israel, Dr. Avima Lombard, and a panel consisting of representatives of international organisations (Unesco, OECD and the Commission of the European Communities) apart from giving a brief outline of their activities concerning migrant families also commented on the results of the work of Project Group No. 7.

Furthermore, it was decided to enrich the plenary and working group sessions with "field work": excursions to neighbourhoods and schools in Rotterdam and to cultural and educational centres for female and for male migrants at Tilburg. Last but not least the participants were invited to a migrant theatre performance, which was particularly interesting from a point of view of various migrants' coping with their situation in basically unfamiliar surroundings.

This diversified approach has made the conference a very rewarding experience in itself, which undoubtedly will contribute to the final results of Project No. 7.

Opening addresses

In the opening session of the Final Conference of the CDCC's Project No. 7 the participants were welcomed by the Dutch Minister of Education and Science, Mr W J Deetman, and by the Deputy Director of Education, Culture and Sport of the Council of Europe, Mr M Stobart.

In his welcoming address, Mr Deetman said that the conference marked a transition to a new phase in the attitude to migration. He referred to the final report of the project group, which shows that in recent years there has been a considerable shift in emphasis by the policy-makers. The main concern is no longer the migrant workers, but rather the participation and integration in society of ethnic minorities or communities which have come into being as a result of migration.

In his view, Project No. 7 has made an important contribution to increase our understanding of the changes that have taken place and in this respect the work of the project group is of great value to the Netherlands.

At the same time he expressed the hope that this conference would provide the participants with the opportunity to get closer acquainted with the situation and trends in the Netherlands which in turn would be valuable and would further contribute to the results of Project No. 7.

Since the beginning of the '80s permanent residence of the migrants has been formally accepted as the basis of government policy in the Netherlands. The main objective of the Dutch policy regarding immigrants is to prevent the following generations from becoming trapped in a situation of permanent disadvantage. One of the elements of this policy is the principle that general and specific provisions for migrants and their families should have a statutory basis, in order to ensure that these provisions become rights rather than privileges.

So, in parliament a bill has been introduced, to combat educational arrears in areas where a combination of factors (such as low income, poor housing, unemployment, low educational levels) creates problems both for minorities and for the Dutch population (educational priority areas). In the meantime inter-cultural education and teaching of the national languages and cultures of migrants have already acquired a statutory basis in the new Primary Education Act and the Special Education Act.

Equality under the law is an essential prerequisite for full participation and integration in society. One of the consequences is that foreign residents who have been living in the Netherlands for a long period have been granted the right to vote and to stand for municipal elections.

In his speech, Mr Stobart remarked that it was highly fitting to hold the Final Conference in a member State with such a generous history of shelter and refuge and with such open and imaginative policies towards migrants, and especially in Rotterdam, a famous meeting place of peoples.

He welcomed the delegates from the 24 member states that take part in the Council of Europe's work on education and culture and especially the delegate from San Marino, the observers from two non-member States (Canada and Yugoslavia), the observers from the other international organisations

(Unesco, OECD, EC) and the observers from the international non-governmental organisations. He extended a special word of welcome to Prof. Lombard from Israel. The importance of the subject of this conference was not only reflected in the strong response to the joint invitation of the Council of Europe and the Netherlands authorities by the various delegates and observers, but also by a strong representation from the different sectors of the Council of Europe itself.

This strong response shows that education and the cultural development of migrants is a subject that is of concern to all of us and cuts across traditional administrative divisions. Mr Stobart reminded his audience that the Council of Europe since its creation in 1949, has worked consistently to promote inter-cultural understanidng; the first decades of its existence by devoting considerable time and effort to improve communication and understanding among Europeans through the more effective learning of modern languages and through a balanced and fair teaching of geography and history. Over the past decade new activities have been developed to meet the challenges to educational systems arising from

- the emergence of multicultural societies in many countries in Western Europe,

- the growing awareness of global interdependence, and

- the need to open a cultural dialogue between Western Europe and other parts of the world.

However, recently - perhaps as a result of the economic crisis - democratic values in Western Europe have come under severe stress through the growth of intolerance, which is often directed at migrants and at other minority groups, and through violence and terrorism.

In response to these challenges, the Council of Europe has started working since 1978 on human rights education, in order to promote a commitment to human rights and to the principles of pluralistic democracy.

Human rights education and intercultural education can be sensitive issues, and at times, controversial, but both are essential elements of an education in civil courage.

Closing addresses

Mrs Giulia Podesta, Head of the School Education Division of the Council of Europe thanked the Government of the Netherlands and the authorities of the city of Rotterdam and Tilburg for their generous hospitality, for the interesting and high-quality programme of the "technical" visits and for the excellent organisation of the conference.

She also expressed the gratitude of the conference to the lecturers and authors of the final report, the guest lecturer from Israel, the chairpersons and rapporteurs of the working groups and the Chairman and General Rapporteur; in short all those whose specific tasks have led the conference to the adoption of recommendations and conclusions offering an excellent ground to build on.

The philosophy of the Council of Europe is focused on human beings and their dignity and is based on the universal nature of human rights, whatever the differences in cultural, political and economic systems.

Although it is not easy to implement once and for all the principles enshrined in the Committee of Ministers' recommendations, we must do our utmost to make these principles a reality: to those who might consider such ideals to be a mere utopia, she referred to Gide, who, considered that reality of tomorrow is made up of yesterday's and today's utopia.

Mr E Brinkman, Minister of Welfare, Public Health and Cultural Affairs in the Netherlands, closed the Final Conference on the Education and Cultural Development of Migrants.

In his view, the Council of Europe was right to devote so much time and effort to Project No. 7 and to continue to focus attention on the issue of education and cultural welfare of migrants in Europe, since these matters are of immense importance to the Europe of tomorrow.

It is however not easy for governments to create and develop the instruments and conditions necessary for a Europe that will be free of discrimination and racism. He mentioned further that the Dutch Ministry of Welfare, Public Health and Cultural Affairs supported activities in the field of health care and health education and of cultural expression, such as music, dance, literature, television and radio programmes, made by and for migrants. Members of ethnic minorities, particularly young people, should be given full encouragement to develop their creativity and to form their own associations.

Furthermore due attention has to be given to migrant women and girls. Finally he expressed the hope that all these efforts will stimulate a process of learning and working together, which in turn facilitate the growth of a multicultural and multiracial society.

II. VISITS

II.1 Educational priority policy - a Rotterdam approach

The second day of the conference was dedicated to "field work": visits to various locations in Rotterdam. In his introduction to the visits to schools and neighbourhoods in Rotterdam the Alderman of Education, Mr H J Simons, outlined the main problems and the basic philosophy behind the Rotterdam approach.

Rotterdam is known as a typical working-class city, the second largest in the Netherlands with a population of some 556,000 (per 1.1.1985).

During the economic boom many migrant workers were recruited from Mediterranean countries, particularly from Turkey and Morocco. Today Rotterdam faces a very high unemployment rate. The unemployment rate of migrant workers is much higher than among indigenous workers. Among the severe handicaps to obtaining work, he mentioned the lack of knowledge of the Dutch language and of the ways and customs existing in this society. To improve matters Rotterdam has adopted a policy - accepted by the city council - to give some help to immigrants to preserve their identity and to give them as much help as possible to foster their command to the Dutch language and their knowledge of cultural and social structures.

Educational developments and priority policy

Mr A A Peters, leader of the OSM project (1) in Rotterdam, putting the educational situation of migrant and indigenous children in a large number of neighbourhoods in a nutshell, said:

> "Just try to imagine a situation in which a teacher has to work in a classroom with children of seven different nationalities. The school is situated in a neighbourhood with drug problems, with increasing tension towards cultural minority groups, with urban renewal projects and a high unemployment rate. Add to this the growing need (due to social developments) to expand the function of education: besides the development of the basic skills, as the teacher also has to take in hand matters such as democratic education, identity development, parental participation on a regular basis, stimulation of the creative and problem-solving abilities, etc. It goes without saying that the moment will come that this teacher cannot but conclude that he/she is no longer able to handle this all by him/herself.".

It is exactly this accumulation of problems in the schools in poor neighbourhoods, that has stimulated the development of an educational priority policy in the Netherlands. The Bill that has been passed in parliament will provide more funds to the schools and to the social and cultural institutions in so-called educational priority areas. In February 1986 Rotterdam submitted an application for 11 educational priority areas. In order to combat educational arrears coherently and effectively, primary school, secondary schools and welfare institutions have to co-operate in developing working relationships.

One of the main issues in Rotterdam's educational priority policy are activities with regard to cultural minorities. Demographic figures show that the number of immigrant children will continue to increase in the near future : while the percentage of children of foreign origin in the age category of 15-19 years "only" amounts to 12.2% (per 1.1.1985) the percentage of foreign children in the age group of 0-4 is already 26.6%.

Within the educational priority policy, attention is given to a wide range of topics: Dutch as a second language, education in the native language and culture, integration and identity development, activities/projects concerning drop-out/non-attendance of adolescents, emancipation of women and men, parental participation in education and pre-school education.

The central assumption behind the educational minority policy in the Netherlands is that equal opportunity for migrant and indigenous disadvantaged children can only be achieved by a long-lasting, continuous attention (from pre-school age until the end of secondary education) and by a co-ordinated effort from inside and outside the schools. This presupposes the working together of educational, welfare, cultural and other institutions, in so-called educational priority areas.

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(1) OSM Project = project concerned with a comprehensive approach of the school and its social environment.

II.2 Adult education and a centre for minority women in Tilburg

The Kier school project is a form of co-operation between the Adult Education Organisation (VOV) and the Foreign Workers Organisation (SBW) in Tilburg.

The school's organisation as well as the curriculum are the responsibility of the five project leaders; the teaching itself is done by a team of teachers, trained to teach the Dutch language. At the same time the teachers are thoroughly acquainted with the situation and problems of migrants. The students, through their consultation group have a say in the running of the project, including the planning of new courses and the recruitment of new trainees. The students come from a variety of countries: many come from Mediterranean countries, but there are also political refugees (from Chili, Romania, Iran) and immigrants from Surinam and the Netherlands Antilles.

Students who are employed receive non-intensive (Dutch) language training (two evenings a week), whereas the more intensive training (four mornings a week) is provided for the unemployed.

The school also provides literacy classes in Arabic. One of the aims of the school is to give the trainees a taste for continuous learning, and to help them overcome their reluctance to enter educational institutions.

Centre for minority women (CVB)

The centre was set up in 1981 when three different projects concerning non-formal education, adult education and equal opportunities were joined. The centre's activities are principally intended for women and girls from the Mediterranean countries (Turkey, Morocco, Greece). Since most of them are from traditional muslim backgrounds, men are not admitted.

The centre aims at helping women to find their distinctive place in the Dutch society and at creating the conditions for improving their situation.

The centre's activities are geared as much as possible to their particular needs and wishes. The women take part in the planning and implementation of the training programme (literacy in their own language, in Dutch, social skills, typing, embroidery). The centre is equipped with a crèche to enable mothers with small children to follow the courses.

III. EXCHANGE OF INFORMATION AND COMMENTS BY EXPERTS AND INTERNATIONAL ORGANISATIONS

III.1 Comments by an educational expert from Israel

Dr. Avima Lombard from the Hebrew University of Jerusalem, who was invited to give comments on the work of Project Group No. 7, and to give a brief outline of her activities in this field, reminded the conference that the issue of immigration in Israel is, in several respects different from that in European societies:

- Jewish immigrants are granted automatically citizenship upon arrival;

- they are granted the right to assistance (housing, employment, etc);

- all immigrants are spending a period in "absorption" centres (hebrew courses for five months, at least).

This is the situation today! In the '50s and '60s, during the period of mass immigration, there were hardly any "absorption structures". Most of the immigrants were dispersed over the development towns. Teaching the children in the schools of developments towns was not a prestigious job and as a result these children failed to get a good education.

In 1975 an educational welfare programme was launched by the Ministry of Education. The funds for this programme are allocated by the local communities. This is in conformity with the recommendations of Project Group No. 7 to decentralise activities onto the local level.

HIPPY (Home Instruction Programme for Pre-school Youngsters) is one of the programmes aiming at higher educational achievements by children from disadvantaged backgrounds. HIPPY is a programme which functions within the framework of the family and it links home and school. It provides women with an active role in the mediating systems and it increases their involvement in the process of adjustment and integration. It does not pretend to provide a solution to all problems. Although it can hardly be called intercultural from a methodological point of view, yet it can all the same be seen as inter-cultural in its effects, because it brings together women from various cultural backgrounds. (See Appendix ...).

III.2 International organisations (panel discussion, EEC, OECD, UNESCO)

Mr Jacoby (EEC) gave an outline of some of the activities of the European Community in the field of the promotion of migrants:

a. Some of them were of a legal nature such as:

- the 1968 ruling on the free movement of migrants within the Community, the right to work, and human and social rights;

- the 1977 Directive on the member States' duties to provide the means to educate migrants and to foster the teaching of the language and culture of their countries of origin.

b. Other actions fell within the range of the social funds of the Community:

Aid to pilot projects in the educational domain; and evaluation of these various experiments (1984).

Mr Bottani (OECD) pointed out what is particular to his organisation and underlined OECD's care not to double what the Council of Europe and the European Community were already doing. OECD has taken the initiative for a study on the educational achievements of immigrant children; this has led to the establishment of a matrix, correlating school achievement with nationality, socio-professional level and culture.

Some of the conclusions are:

- the percentage of the school children (0-14) belonging to migrant groups is much higher than the percentage of migrants in the total population and this goes especially for migrant children in the age class of 0-4 years old;

- more immigrant children receive special education than indigenous children (6% against 2.8%);

- the same goes for the various forms of lower secondary education;

- a high percentage of children from minority backgrounds will never complete education.

More detailed research and analysis is needed in order to understand these problems.

Mrs Koroma (UNESCO) mentioned that UNESCO not only co-operates with the United Nations and its specialised agencies with regard to migrants, but also with Intergovernmental Organisations like the European Community and the Council of Europe.

The CDCC's Project No. 7 is of particular interest to UNESCO and both organisations have benefited from each other's experience through the Inter-Secretariat meetings.

What follows are some of UNESCO's activities in the light of those carried out by Project No. 7:

- the inter-cultural approach: UNESCO believes that the inter-cultural approach seems to offer the best results insofar as it relies upon the constant co-operation between host country communities and countries of origin. In this context Mrs Koroma mentioned that UNESCO in the 1984-1985 biennium has offered financial contribution to organisations in Turkey and Yugoslavia to organise seminars or training activities designed to introduce teachers from countries of origin and countries of immigration to each others language and school systems. This year the Netherlands, Spain, Portugal and Switzerland have been invited to undertake similar activities.

- Women and second generation migrants: migrant women as well as second generation migrants have during the seventies been of concern to UNESCO. Not only a series of studies on their social, cultural and educational needs was commissioned but also in recent years these issues were further examined by migrants associations or research institutes. So, in 1984, contracts were offered to two research institutes to undertake interdisciplinary studies to analyse the causes of educational retardation and failure among the children of migrant workers and the educational and cultural factors limiting the access of young migrants to education and vocational training. Furthermore UNESCO stimulates the preparation of educational materials.

- Association of migrant workers: since migrant workers associations, by their very nature have a leading role to play on behalf of migrant workers and their families, UNESCO organised at the end of

the seventies a meeting on "the role of the associations of migrant workers in the education and training of migrant workers and their families". In view of the lack of information on migrant workers' associations the Secretariat, in collaboration with interested national commissions prepared a directory of about 600 international and regional associations concerned with the education of migrant workers and their families. This directory which was published in 1979, has been up-dated and a new version will be published in the current biennium.

IV. PRESENTATION OF THE WORK OF PROJECT GROUP NO. 7

The work of Project Group No. 7 was presented by Prof. Louis Porcher, Chairman of the Project Group, by Mr Antonio Perotti and Mrs Thérèse Mangot, both members of the Project Group and (co)-authors of its final report.

IV.1 Aims, guiding principles and methods

Prof. Louis Porcher gave an outline of the work that has been done by Project Group No. 7 and sketched briefly the group's guiding principles and working methods.

Characteristic for the work of Project Group No. 7 was the intercultural approach, which is based upon the realisation:

- that most of our societies have become increasingly multicultural;
- that each culture has its own characteristics which deserve to be respected;
- that multiculturalism is a potential source of enrichment;
- and that to enable multiculturalism to become a reality, we must achieve communication and interaction between all the cultures concerned, without denying the specific identity of any; we must stimulate the multicultural situation to become truly inter-cultural with all the dynamism this implies.

The greatest danger threatening a study in this field, lies in contenting oneself with the mere juxtaposition of cultures, thus perpetuating the isolation and mutual ignorance of the various groups in society and of their cultures. Therefore priority was given to links and connections between institutions and activities in which children and adults, from minority as well as from majority groups participate ("crossroads of cultures").

In accordance with the terms of reference given to the group, three themes for study were chosen:

a. links between the school and family institutions;

b. links between school culture and community culture;

c. links between child education and adult education.

A second guiding principle was that there was to be a balance between theory and practice.

In order to combine theoretical and practical aspects of the issues under study and of the inter-cultural approach, the following working methods were adopted:

a. Case studies: each country was invited to suggest those experiments or developments which it regarded as significant for each of the themes. The Project Group then made a selection and sent an expert to enable an on-the-spot appraisal of each case, using the traditional methods and logical principles of cross-analysis. A total of 16 case studies have thus been prepared, describing a wide variety of experiments or projects dealing with specific aspects of the migration situation in a given local or national context.

b. Visits: these were arranged in much the same way, but this time a team with a single Rapporetur was sent to the spot. These visits concerned projects or issues in countries of origin (Portugal and Greece) and in host countries (Austria and the United Kingdom).

c. In-depth studies: in order to clarify basic concepts or relevant issues, it was thought necessary to conduct studies with experts in various disciplines. These were either published directly or were used as texts for discussions at colloquies, and published in their reports.

   The themes thus tackled were: the concept of culture in connection with migration, multicultural Europe by the year 2000, the impact of migration on the role of women, and social and economic changes in Europe and their significance for cultural and educational policies.

d. Practical courses: at the end of the project some training and activation courses were organised to give concrete form to the results of the project.

In the project period a great number of documents, on the themes under study have been published (see Appendix II). The case studies and reports on the visits give a wealth of concrete information on the migration situation, in particular local and national contexts, and on the ways problems resulting from immigration or remigration are faced and solved. The in-depth studies underline the changes in the migration context over the last decade and in society at large, and identify future perspectives.

The Project Group No. 7 decided to round off its work by making a synthesis of that which it had achieved. Mr Porcher's Interim Report (CDCC/84/10) had already pointed out that this was going to be an arduous task. This same report remarked that diversity seemed to be the main common feature in the issues related to migration, such as diversity of ethnic, national and cultural groups, diversity of languages, diversity in official status, diversity in the age, percentage and length of stay of migrants, diversity in schooling, training and occupation, diversity in migration policies, diversity in attitudes of native populations and in historical relationships between host countries and countries of origin.

Against this background of diversity the final report that has been presented at the end of the project period sets out to identify the trends and changes in the migration context, the developments in society at large, the preconditions for the implementation of an educational project in a multicultural society, the ideal settings for educational and cultural projects, which are to benefit immigrants and their children and the key agents who could play a crucial role in such projects. In its third part the final report gives an outline of future perspectives and of possible measures.

IV.2 The underlying changes in migration and society in Europe and their educational and cultural implications

In the second lecture at the conference Mr Antonio Perotti, the author of the second part of the final report explained the objectives and the logic of the report, the realities and the important unifying trends, and the educational and cultural impacts.

A. Objectives and logic of the report

Mr Perotti remarked that the final report by its very nature is selective, because it treats mainly educational and cultural impacts and because it limits itself to the changes that touch only the whole of European countries.

The first objective of the report is to disentangle from amongst the numerous mutations characterising national situations, those aspects which unite them and to underline their similarities ("the heavy trends"). This selective approach, looking for similarities, entails the risk of not nuancing neither the concrete situations nor the resulting consequences. However, this approach has been chosen in order to avoid a more serious risk: that of splitting the real set of problems into a multitude of particularities that characterise national and local situations. Such a split would have hidden the unifying trends and their consequnces for the future of Europe.

The second objective of the report was to make clear the implications of these similarities for the European educational and cultural systems.

The logic of Project Group No. 7 centres upon man as a culture bearer, rather than upon cultures as systems or institutions that are supposed to reproduce and develop identities. This basic premise lays aside discussions about "national culture", "national cultural identities" and precludes the vision of the multicultural society as an archipelago of ghettoes in the ocean of a dominant culture. It makes clear that it is neither socio-cultural systems nor abstract cultures that have migrated; rather, it focus attention on human beings, who are becoming "transnationals" through their cross-cultural experience.

The principal concern then is to identify the consequences for these individuals of contemporary changes, particularly, but not only, resulting from migration.

B. Realities and the important unifying trends

It is no accident that in the work of Project No. 7 and in its final report much attention has been given to the actual facts and underlying trends: an educational and cultural project has to be rooted in real facts and in the understanding of the underlying changes. One of the most important merits of

Project Group No. 7 is that it has managed to make clear these basic underlying and unifying trends from amongst the numerous mutations characterising national situations and migrations processes.

These basic trends concern:

a. The migration context

- the shift from "worker" immigration to a resident immigrant population;
- the growth of ethnic diversity;
- the increasing concentration of immigrants in urban areas;
- the backgrounds of economic crises and the political climate.

b. The societal context

Immigration has not taken place in a void, but in societies, which themselves have already a long history and which are constantly changing under the influence of:

- the evolution of technology;
- a move towards a management approach to social problems;
- the growth of professionalism resulting in individual tutelage and resignation;
- the changes in occupational structures and the increasing participation of women in the labour market.

The shift to a resident immigrant population has led to a situation in which partial, purely functional integration of immigrant workers into the economic sector has ceased to be adequate. The immigrant population can no longer be catered for by specialised institutions or administrative authorities, but requires access to the whole range of ordinary institutions and all administrative authorities and must clearly be totally integrated into local society. Many immigrant families are more and more involved in the same kind of problems affecting the native populations living in the same neighbourhood (employment, education, housing conditions, information and communication networks, etc).

At the same time however, the loss of the economic significance of the immigrant populations, as a result of high unemployment rates among immigrants, can also entail a total loss of significance and legitimation and give rise to the development of nationalistic and xenophobic attitudes. Moreover, the industrial restructuring processes, which call for professional retraining, give rise to problems particularly with regard to manual workers.

c. The new international framework

Even if the national institutional settings differ, the similarities developing throughout the European Community (whether it be a 12 member Community or a 24 member one) cannot be neglected. The evolution of the

regulations and rules, directives and conventions such as the European Convention on Human Rights, the Convention on the Legal Status of Migrant Workers, the European Social Charter and the EEC Directive on the schooling of migrant workers' children represent a point of reference for non-Community members.

The evolution of such a framework implies that educational systems have to take over the transmission of values, essential poles around which the social consensus in European societies should be built.

C. Educational and cultural impacts

What can be concluded from the study of actual facts (as has been done in the various case studies, visits, etc) and the analysis of the underlying trends? The first consequence of these mutations is to challenge the monoculturalism in institutions, which is at the root and which shapes all social relations between individuals and groups and between groups and institutions. There is a need for a qualitative change in the management of institutions, especially those in the field of education, family, culture, leisure, youth, women's rights, human rights, community life. The change we mean refers to the recruitment and training of personnel geared to the particularities of the pluralistic present and future of our societies, as well as to identifying institutional barriers to equality of opportunity for indigenous and foreign citizens. Today institutions are unable to cope with the new cultural data.

In addition to the challenge of the institutional monoculturalism, attention has to be focussed on values, cultures, collective identities and images. The existence of a basic set of values is essential for any project aiming at renewing the public institutions and the social body.

Apart from the classical values of justice, liberty and solidarity it is imperative to develop, at the same time, values linked to communication such as knowledge, recognition, responsibility, social consensus and cohesion, autonomy through information, participation, different forms of expression and the values of the international community such as co-operation, interdependence and human rights.

Refocusing on values entails a refocusing on cultures, collective identities and images. Stereotypes and prejudice play an important role in our perception and opinion of the other, whether it be an individual or a group and also in our behaviour. An individual may be recognised as a member of a particular group or community, but his identity cannot be reduced to that of the group to which he belongs.

Lastly, a research policy, intended to analyse the various obstacles in the institutional mechanism, that can hinder or even block equality of opportunity, action and openmindedness toward exchange is an essential element of the intercultural strategy.

An educational and cultural project cannot be successfully implemented unless certain preconditions have been fulfilled. These preconditions are:

- a general political willingness to consider immigrant (minority) groups as an integral part of the host society;

- a policy simultaneously active in the socio-economic and the educational field;

- the institutional determination to redefine the role and function of the school;

- active educational and cultural policies at the local level;

- active participation by the interested parties;

- co-operation between country of origin and host country.

Ideal settings for the implementation of an educational and cultural project are those, which play a crucial role in the process of socialisation and integration. These are areas where investment of efforts should take place with priority because here individual and group identities are formed.

Among the areas to be considered as priorities the following were mentioned explicitly:

- the family setting as a starting point of the learning process of the child;

- preschool phase as the first non-family educational environment, where relations and interdependence between teachers and parents can be developed;

- compulsory education as an ideal setting for the acquisition of knowledge and skills for the dissemination of culture;

- pre-vocational and vocational training: these structures have a strategic location, since integration in the world of work is one of the basic means for social communication in an industrial society;

- the neighbourhood and its social and cultural environment; it is at the local level that an inter-cultural project can mobilise the maximum number of agents, who can identify the needs of the community; it is there that processes for co-ordination and participation can be shaped;

- the media: they represent an irreplaceable instrument for public acceptance of others and of their cultural identities.

In the process of socialisation and integration youth and women are key agents. They are not only culture-bearers, but foremost culture-transmittors, since they play a crucial role at the crossroads of inter-cultural communication. The new generations are an essential partner in an inter-cultural project. The multitude of identities to which they make reference, the "transnational" character of their social experience and most of the creative work they produce mean that young people are a fundamental element for the conception, promotion and realisation of any educational and cultural community project.

Mothers play a key role in their children's adaptation to society. Women can play a fundamental role in projects for their children of pre-school age and in activities meant to improve the relation between the school and the

family. Moreover, the increasing participation of immigrant women on the labour market makes it necessary to set up infrastructures which will give them adequate vocational and language training, so that they can have access to and participate in the social, economic and cultural life of the country in which they live.

IV.3 Future trends in the immigration context: developing an intercultural approach

In her lecture on future trends in the immigration context and the follow-up to Project No. 7, Mrs Thérèse Mangot presented the third part of the final report, which was written by herself, by Mr Loki van der Gaag, and Mr Bertil Jackobsson.

A. Future developments

Mrs Mangot reminded her audience that Project No. 7 ends at a time when the position of and policies concerning immigrants and their communities in Europe are still evolving. At the time when Project No. 7 was running all concerned have become increasingly aware of this evolution and of the key elements in this process. The main changes and underlying trends that have been described by Mr Perotti in the second part of the final report, ought to condition the proposals for further action.

Before elaborating the proposals for a follow-up to Project No. 7, she drew attention to further shifts in the pattern of immigrant life in the future, if both the fight against discrimination and programmes on behalf of the disadvantaged meet with the success hoped for:

- new cultural forms will emerge, transcending the cultures of the various national or ethnic groups;

- new loyalties will gradually develop on the basis of religion, class, work, region, etc;

- higher educational qualifications and a gradual improvement in the economic situation will increase ethnic minorities' opportunities for social promotion.

These developments will have further consequences:

- the differences between many of the migrant communities and between these groups and indigenous groups will gradually diminish, whereas differences within the groups will emerge or become more marked;

- policies based on and aimed at national or ethnic groups as such will become less and less functional and will be replaced by problem-oriented policies such as a policy aimed at the provision of better housing, educational or employment opportunities for all those who need them. In short the needs of migrants as cultural and ethnic groups will be accounted for within overall policies for the entire population. These policies will have a twofold aim: on the one hand equal opportunity in education and in social and economic life and on the other hand the acceptance of and respect for cultural differences in a pluralistic society.

B. Follow-up to Project No. 7

It is implicit in the conclusions of Project No. 7 that an active follow-up to Project No. 7 is considered to be an absolute necessity.

In short this work should be centred upon:

- the development and evaluation of inter-cultural activities in the cultural and educational sectors;

- the development and implementation of inter-cultural policies in fields other than that of migration.

For this purpose, it is necessary that other Council of Europe project groups and committees should evolve concerted programmes in order to integrate the inter-cultural approach and take into account the specific cultural characteristics of immigrant populations. In order to ensure that these objectives are pursued in the future, Project No. 7 is submitting to the CDCC a series of suggestions covering both recommendations to national governments and activities to be organised under Council of Europe auspices. Moreover, it proposes that a stock-taking seminar be held in 1988.

V. PLENARY AND WORKING GROUP DISCUSSIONS

Apart from the general discussion of the final report, its conclusions and recommendations, a considerable amount of time was devoted to a number of specific basic issues in both the plenary session and the first session of the working groups.

V.1 Basic issues brought up in the discussions

Multi-cultural and/or inter-cultural

Some of the participants wanted further clarification of the concepts used by Project Group No. 7, such as multi-cultural and inter-cultural.

According to the Project Group the distinction refers to "setting" and "action". A few years ago we spoke of the dilemma between assimilation and cultural pluralism. However this is not how people see themselves. Today we use the inter-cultural approach/inter-cultural dimension as an umbrella concept. "Multicultural" refers to the setting, ie the presence of more than one culture in society, whereas "intercultural" is used to refer to action and communication, communication between individuals, groups and institutions belonging to or based on different cultures.

In the final report the inter-cultural approach is mainly described in terms of what it is not, what it opposes and what it objects to. One of the arguments not to define inter-culturalism too strictly is that at least there is consensus as to what is rejected (mutual ignorance, rejection, isolation, segregation, xenophobia and discrimination). It is precisely the determination to prevent and combat these situations that has led the Project Group No. 7 to emphasise the "inter" in inter-cultural; in other words the main preoccupation is exchange, connection, interrelation, communication.

True enough this approach, in spite of its obvious merits, leaves indeed the issues of diversity of cultures and its consequences for the social cohesion in society, underexplored. This issue was tackled when in the working group sessions the fundamental values and social cohesion in society were discussed.

Fundamental values and social cohesion in society

Diversity of cultures is not a new phenomenon in our societies, but nowadays we have to come to terms with a much broader range of diversity, in other words we have to extend the idea of what is normal. But to what extent?

This leads to the following questions:

- which are the social values fundamental to society? (equality of men and women, rights of children, principle of democracy);

- are social values perceived and interpreted differently by the various groups in society?

- to what extent are differences or even discrepancies between value systems allowed to exist at local and national level, without endangering social cohesion?

In all the working groups it was thought necessary that further discussions should lead to defining areas of social values, fundamental to social cohesion (including a common language) which therefore should be accepted by everyone, and those which can very well be proper to individual groups and are expressed differently at national level, local group level and at individual level.

Communication between groups and societies

Communication between groups and societies was considered as a prerequisite to the participation of ethnic minorities in the educational system and in social life. The shift in emphasis from "worker" immigration to a resident immigrant population necessitates a reconsidering of the role of the countries of origin, the countries of settlement and the migrant communities themselves. By way of example, since the objectives of the teaching of the mother tongue and culture to migrant children have changed, this education is no longer the main responsibility for the countries of origin.

This redefinition of the roles of the country of origin and the country of settlement should take place in a continuous dialogue. As to the migrant communities, the question was posed, to what extent they have a responsibility in the transmission of their linguistic and cultural heritage. When they have or are given this responsibility, then obviously these minority organisations should receive financial support to enable them to establish expression and communication facilities and be given (cadre-) training opportunities. In any case migrant communities should have the right to define and express their needs autonomously, that is to say, the choices should be theirs.

A fuller participation of ethnic minority women

The need for a fuller participation of ethnic minority women was discussed not only in relation to their role as (co-) educators of children but also in a broader setting. It is quite clear that the role of women is of decisive importance in the process of child development and that immigrant women are "key agents" in the mediating process between the migrant communities and the educational institutions of the host society (pre-school programmes, parental associations, school liaison officers etc). Consequently migrant women should not only be seen as mothers, but also as personalities in their own right. This means that they have a right to access to the labour market and to the other institutions in society. However, as long as sufficient and adequate structures to learn the language of the host country are lacking, there can be no question of equality of opportunity and participation.

Due to the migration process and the present economic recession, relations within the family have come under severe stress. As a result, it has become quite obvious that the personal development of migrant women involves the education of men as well as of women. A high priority also should be given to the problems of second generation migrant girls (equality of opportunity in education, personality development, identity crises during adolescence).

New sub-groups

Inevitably, with the passing of time, other social categories with their specific needs and demands ask for attention, such as immigrants of the third age (the elderly), immigrants who have started their own business (entrepreneurs) and children of immigrants who have attained a higher level of education than their parents, even a university degree (intellectuals). The needs of these sub-groups should not be under-estimated and their position within the immigration population as a whole, should receive proper attention.

V.2 Recommendations for a follow-up to Project No. 7

As for the comments of the working groups on measures and suggested activities as a follow-up to Project No. 7, all the groups decided against indicating priorities among the measures and recommendations. One of the reasons for his was that priorities depend to a great extent on the particular situation and development in various countries. One of the groups even suggested that in the heading of the recommendations it should be stated that there is no hierarchical order in the recommendations.

All the working groups however were of the opinion that the CDCC's follow-up to Project No. 7 should concentrate on three things:

- to develop and to evaluate inter-cultural action in all fields;
- to draw up programmes of priority educational and cultural action for the benefit of the socio-economically and culturally deprived;
- to develop and implement inter-cultural policies in other fields than migration.

Participation and integration cannot be achieved by educational and cultural measures alone; actions in the field of housing, employment, economic development and law are equally important.

There was a general agreement that for the time being no new free-standing project was to be set up, but that the time has come to make sure that the inter-cultural approach and aspects concerning immigration be included in all the other projects and activities undertaken by the Council of Europe.

Key activities as a follow-up to Project No. 7 should therefore concentrate on: dissemination and exchange information, co-operation and co-ordination and development of a research programme.

A balance between action and research

A follow-up to Project No. 7 should not only conentrate on action/ activities, but also pay due attention to research. Activities in the inter-cultural field are to be based on sound information (including statistical data) about the position of immigrants in the difficult countries.

The working groups underlined the importance of developing an international research programme in this field. Issues which need to be studied first were already mentioned in the final report and the recommendations of Project Group No. 7.

In order to promote and organise a systematic exchange of information between member countries about research projects and practical experiences, the working groups suggested that the Council of Europe should enlarge its clearing house facilities and provide scolarships especially for this purpose.

Dissemination and exchange of information

Over the past five years Project Group No. 7 has produced a lot of documents (case studies, reports on conferences and colloquies, in-depth studies etc), that are worth disseminating on a large scale. Therefore it would be advisable to produce a manageable book based on these studies, especially on the case studies, since they give a wealth of information about many aspects of immigration and remigration in the European countries and about possible experiments and projects in this field.

Beside the dissemination of the results of Project No. 7 systematic exchange of information about practical experiments and research projects has to be stimulated by the Council of Europe.

Co-operation and co-ordination

For the near future, it has already been pointed out, that no free standing project should be set up. Instead the Council of Europe has to make sure that the inter-cultural approach, and aspects concerning immigration are adopted and included in all the other projects and activities undertaken by the Council.

The conference therefore wondered whether it would not be a good suggestion if the CDMG (1) which is developing a new project on inter-community relations and the CDCC were to start working together on these issues.

The follow-up activities regarding the dissemination of the inter-cultural approach should not be limited to the project and to activities within the Council of Europe itself. Co-operation with other international organisations (EC, OECD, UNESCO etc) is indispensable and should be actively pursued, both with regard of the organisation of the activities and the contents of the programmes. Overlap of activities should be avoided. Finally, it should be realised that it will be necessary to find room for consultation with and involvement of the countries of origin, which are not member states of the Council of Europe.

Colloquy in 1988

Dissemination of the work of Project Group No. 7 and of its inter-cultural approach are seen as priorities for at least the first two years. In this same period member States should give their own response to Project No. 7 and the extent of these developments might be assessed by a colloquy in 1988 for policy-makers and experts.

Amendments and additions to the suggested activities

In general, the working groups were very content with the recommendations as presented in the final report, so they limited themselves to minor amendments and additions. Most of the adjustments concern issues that have already been reported on in the paragraphs V.1 and V.2. In the Appendix I a complete list of the amendments and additions will be included.

VI. GENERAL CONCLUSIONS OF THE RAPPORTEUR

The way the conference was organised and the excellent presentation of the work of Project Group No. 7 by its chairman and members and, finally, the efficient way in which the working groups worked to achieve a high degree of consensus and to produce their reports with conclusions and recommendations, would seem to make the General Rapporteur's conclusions and recommendations, quite superfluous.

As can be seen in the paragraphs V.1 and V.2 there was a general agreement on:

- the great value of the work of Project No. 7;
- the conclusions and recommendations to the CDCC, as formulated in the final report;
- the need to continue the work that has been initiated by Project No. 7 in this field;
- the great importance of international research in this field, besides action programmes;
- the issues that should receive particular attention.

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(1) CDMG: Comité Directeur sur les Migrations Intra-européennes
(Steering Committee on Intra-European Migrations)

The general Rapporteur would like to conclude this report with a cautionary remark.

After these five years of producing reports and studies the time has come indeed to disseminate the results of Project No. 7, to stimulate the adoption and implementation of the inter-cultural approach in other project groups and activities within and without the Council of Europe and finally to await the response of the different member States to this project. Hence the recommendation of Project Group No. 7 not to set up a new free-standing project for the next two years and the suggestion to organise a colloquy in 1988 in order to make an inventory of how matters stand are logical. One wonders whether some provision should not be made by the Council to monitor these processes of dissemination, implementation and co-ordination, to register and evaluate new developments in this field, to give counsel to those who ask for it and to prepare the colloquy on 1988?

One should be aware that the political willingness to take into account issues concerning immigration and its consequences for society is not the same in all European countries. Moreover the implementation of the inter-cultural approach is an arduous task, with pitfalls and risks.

The actual conditions under which such a provision should be set up might be discussed at the final session of the Project Group.

A P P E N D I X I

List of proposed amendments and additions to Part III, paragraph 3 of the final report of CDCC Project Group No. 7

In general the working groups were very content with the recommendations as presented in the final report, so they limited themselves to minor amendments and additions.

One of the groups suggested that Project Group No. 7 at its final meeting should consider the extent to which it would be appropriate to include "refugees" as a migrant category.

Additions and amendments (1) PART III

3. *Measures to be developed in this context*

a. *Achieving equality of educational, cultural and occupational opportunities, regardless of the origins of inequality (ethnic, socio-cultural, sexual or other), the implementation of projects that allow for the needs of different groups and the encouraging of inter-cultural education and exchanges.*

b. *General services and facilities should be fully accessible to all residents. Indicators must be found that will make it possible to check whether and to what extent this aim has been reached.*

c. *Equal opportunities in the labour market must be promoted by counteracting discrimination and by offering special vocational training courses to those who lack the necessary qualifications and skills required in an industrialised society.*

d. *Special measures are required to solve the problems of the urban centres where underprivileged migrant and indigenous communities are concentrated. In these areas concrete action is necessary in the fields of culture, education, housing and employment. It is advisable to prevent, if possible, the formation of new ghettoes or the consolidation of the old ones, when new immigrants arrive.*

e. *The fight against all sorts of discrimination, between as well as within the various communities must be reinforced.*

f. *Given the important position of women, both as individuals and as educators of children, special programmes must be prepared taking into account the differing position of women in the various groups, and with the aim of offering them equal opportunities in social, cultural, economic and political life.*

g. *The growing cultural pluralism in society, that does not spring from migration only, requires new cultural policies that accept and support new or different cultural organisations and manifestations.*

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(1) Amendments and additions to the text of Project Group No. 7 are underlined.

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h. Special programmes are necessary for children of returning migrant families, on and after their return, in both the host country and the country of origin. These programmes must be prepared in co-operation between these countries.

The inter-cultural approach must be further elaborated, finding its basis in, and leading to, general acceptance of some fundamental values like tolerance and non-discrimination.

3.1 Follow-up to Project No. 7

Project No. 7 has:

a. contributed to the awareness of the rapid and continuing evolution of situations, problems, ideas and principles concerning the consequences of migration in Europe;

b. pointed out the need for an inter-cultural approach;

c. collected and studied a number of practical experiences adopting the inter-cultural approach.

As the situation is still rapidly evolving, new ideas and new experiences will continue to present themselves. An active follow-up to Project No. 7 is therefore considered an absolute necessity.

Follow-up activities within the framework of the CDCC should concentrate on:

- the promotion and evaluation of inter-cultural activities;
- the working of educational and cultural priority-programmes for the disadvantaged;
- the development and the implementation of pluralist cultural policies.

The goals of participation and integration, however, cannot be reached by educational and cultural measures alone. Efforts in the fields of housing, employment, economic development, law etc are equally important. There is, therefore, a need for supplementary action by other committees of the Council of Europe and for a continuous co-ordination of the various programmes.

3.2 Suggested activities of the CDCC

The Project Group suggests that the following activities be undertaken by the CDCC as a sequence to Project No. 7.

3.2.1 Recommend to national governments:

a. to adopt the inter-cultural approach as an essential element in their educational, cultural and social policies not only for the immigrant population but for the whole population; to stimulate new initiatives in these fields and to evaluate the results;

b. to develop and adopt pluralist cultural policies to stimulate cultural activities within the various communities and artistic and cultural innovations;

c. to adopt educational and cultural programmes for the under-privileged communities to the specific needs of disadvantaged migrants; to this end the media and other audio-visual instruments could be used;

d. to carry out special educational and cultural programmes aimed at the realisation of equal opportunities for migrant women;

e. to promote the implementation of the inter-cultural dimension in formation activities, in the social, educational and cultural field;

f. to stimulate those who develop didactic materials to take into account the linguistic and cultural characteristics of pupils;

g. to plan integrated policy measures in the various relevant policy fields with regard to the urban centres where disadvantaged migrant and indigenous communities are concentrated;

h. to co-operate with the Council of Europe in establishing a systematic exchange of information on the experience gained;

i. to allow the participation of experts from other member countries in relevant courses, seminars etc on the topics under discussion;

j. to co-operate in the carrying out of a co-ordinated European research programme concerning the situation of migrants and migrant communities and the development of a culturally pluralist society;

k. to maintain the question of the educational and cultural needs in relation to migration as a permanent point of attention, both within the framework of Conferences of European Ministers and without.

3.2.2 Take due consideration in other CDCC projects of the needs of migrants and migrant communities and of the implications of the adoption of the inter-cultural approach.

3.2.3 Earmark a number of Council of Europe scholarships for courses, seminars, etc, regarding the implementation of inter-cultural approach.

3.2.4 Stimulate and support activities of NGO's in the inter-cultural field.

3.2.5 Organise or promote a systematic exchange of information between the member countries on practical experiences and research projects concerning the inter-cultural approach. The clearing house function could be assumed either by the Secretariat of the Council of Europe or by a national institute that could act as a European centre. The systematic exchange of information should also include other international organisations and non-governmental organisations.

3.2.6 Stimulate the preparation and implementation of a co-ordinated European research programme concerning the problems under discussion.

Topics that should be included in such a programme are:

a. cultural and social factors that influence school failure and success of migrant children in various school systems as well as those that may influence the school failure and success of indigenous children in a multicultural situation;

b. the teaching of the language of the country of residence in relation to school success and failure;

c. the teaching of the language and culture of the country of origin in relation to school success and failure;

d. the relationship between the different parties involved and the institutions with a view to ensuring the optimum development of each child's potential;

e. the role of social mediators from the migrant population, with special emphasis on the role of migrant women as mediators between their community and the local institutions;

f. the problems of those children who are physically and mentally handicapped;

g. the status and socio-cultural position of migrants belonging to the third age;

h. the increasing differentiation in occupations and professions of the second and third generation migrants and their socio-economic and cultural impacts;

i. the identification of common cultural factors and of diversity and negotiability of value systems;

j. migrants and laws (direct or indirect discrimination of foreign residents by existing laws and regulations);

k. the situation of migrant women. A high priority should be given to the problems of second generation migrant girls and the role of migrant women's associations. These studies should take into account the special situation of men, since their status is being diminished during the economic recession and this may cause severe stress within the family.

l. the conditions for migrants' return to their countries of origin and their reintegration into those countries' educational, cultural and social systems. The multicultural experience of migrants upon returning should be taken into account.

3.2.7 *Draw up, in close co-operation with the national governments, plans for the dissemination of the results of Project No. 7 and the subsequent activities that are suggested as a follow-up to the project.*

3.2.8 *Organise in 1988 a seminar that will review the situation and advise the CDCC on further action.*

A P P E N D I X II

List of Documents

Case studies

- The Tropenmuseum , Amsterdam by A.F. Gailly (DECS/EGT (81) 104)
- The Mobile Centre for Turkish families, Duisburg by J.M.F. Teunissen (DEC/EGT (DECS/EGT (82) 2)
- The Italian centre for Social Action, Belgium by M.E. Ricardo Marques (DECS/EGT (82) 3)
- Contacts between pre-school, compulsory school and migrant families, Södertälje by M. Hohmann (DECS/EGT (82) 5)
- The Vocational Training School for Spanish women,Paris by X. Leunda (DECS/EGT (82) 6)
- Parent involvement in education, South Haringey, London by E. Hunter Grundin (DECS/EGT (82) 7)
- Relations between Italian Parents' Associations and schools,Zurich, Switzerland by E. Compagnoni (DECS/EGT (82) 8)
- School-neighbourhood co-operation in Marseille, France by M. Rey (DECS/EGT (82) 9)
- Co-operation between the Portuguese community, the school and the Dutch education authorities, Rotterdam and Amsterdam by M.Huart (DECS/EGT (82) 10)

- The evaluation of teaching materials for Spanish language and culture classes for migrant children in France by L. Dabène, Part 1 (DECS/EGT (83) 1) Part 2 (DECS/EGT (83) 7)
- Portuguese culture in Cassis, France by E. Compagnoni (DECS/EGT (83) 2)
- Adult education in the Inner London Education Authority by E. Hunter Grundin and A. Karagiorges (DECS/EGT (83) 3)
- Skövde municipality and its ethnic minorities, Sweden by P. Hermans (DECS/EGT (83) 4)
- Swiss-migrant joint associations by A. Olmos (DECS/EGT (83) 5)
- Hajitkoum - Migrant Cultural Action Group by M. Cetinsoy (DECS/EGT (83) 6)
- Television as a meeting place by J.M.F. Teunissen (DECS/EGT (83) 8)

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Case studies (Continued)

- The children of migration by Antonio Perotti (DECS/EGT (84) 85)

- The exhibition «Strasbourg, a town of many colours» by Antonio Perotti, (DECS/EGT (86) 52)

Study visits

- The Coventry Community Education Project by Micheline Rey (DECS/EGT (82) 20

- The Coimbra Community Awareness Project, Portugal, by Micheline Rey (DECS/EGT (83) 9)

- The Austrian school system and migrants' children by F. Wittek (prov. title) (DECS/EGT (83) 70)

- The School Re-integration of the Children of Greek Emigrants in their Parents' Country of Origin (DECS/EGT (85) 40)

Colloquies and experts' meetings

- Culture of origin and migrant culture by Mr. Matéo Alaluf (DECS/EGT (82) 4

- Migrant culture in a changing society - Multicultural Europe in the Year 2000 (DECS/EGT (83) 10)

- Women and Migration: educational and cultural aspects by Mrs Lotty van den Berg-Eldering (DECS/EGT (85) 28)

- The Culture of Young Migrants and Cultural Policies: Socio-Cultural Innovations in the Member States of the CDCC by Gabriele GÖTTELMANN (DECS/EGT (86) 34)

Studies and reports

- Interim report prepared for the Project Group by Professor Louis Porcher, Chairman of the Group (CDCC (84) 10)

- For better or worse by Ingve Georg Lithman (DECS/EGT (85) 13)

- Action to combat intolerance and xenophobia by Antonio Perotti, Strasbourg 1985, Council for Cultural Co-operation, School Education Division

- Final report of Project Group No. 7 by Louis Porcher, Antonio Perotti, L. van der Gaag, Thérèse Mangot and Bertil Jakobsson (DECS/EGT (86) 6) fin

  \bstracts of the final report of Project Group No. 7 by Micheline Rey (DECS/EGT (86) 11) fin

Seminars:

- Intercultural education as an educational model for social situations involving cultural minorities by Mrs Louise Dabène (DECS/EGT (83) 38)

- Querying the intercultural approach by Marcel Leurin (DECS/EGT (85) 34)

- Second International Conference on Intercultural Curriculum by Pieter Batelaan (DECS/EGT (85) 27)

- The function of home and parents in an intercultural society by Susan Opper (DECS/EGT (85) 25)

- The education of Portuguese Children Abroad: Problems and Perspectives by Jorge Arroteia (DECS/EGT (85) 41)

- Interculturalism: From Theory to Practice and from Practice to Theory by Vittoria Cesari (Working title) (DECS/EGT (85) 42)

- Interculturalism and the migrant woman by Maria Ausilia Cerri Negrini (DECS/EGT (85) 43)

- Taking Account of Cultural Diversity in Various Disciplines by Iva Cintrat (DECS/EGT (86) 22)

- Mother-tongue Teaching for Migrant Workers' Children by Antonio Perotti (DECS/EGT (86) 77

APPENDIX III

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS

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